

District Emergency Operations Plan (EOP) Self-Assessment Tool

This tool will generate information on how a district's emergency operations plan (district plan) addresses:

1. District-wide emergency planning activities;
2. District-wide emergencies; and
3. The development of individual school emergency operations plans (school plans).

This tool should be completed by the individual(s) most familiar with the district plan.

Definitions

(Terms defined here appear in bold at first use when referenced within the instrument.)

Access and Functional Needs: The needs of individuals with disabilities, as well as communication, language, medical, or transportation needs.

Basic Plan: The section of the EOP that provides an overview of the district's or school's approach to operations before, during, and after an emergency. This section addresses the overarching activities the district or school will undertake regardless of the function, threat, or hazard.

Community Organizations: Those entities within the community that can support emergency management for schools (e.g., Red Cross, Boys & Girls Club, faith-based organizations).

Community Partners: Those with a responsibility in school emergency management, including local government, first responders (law enforcement officers, fire officials, and emergency medical services personnel), as well as public and mental health entities.

Courses of Action: The what, who, when, where, why, and how for each threat, hazard, and function within an EOP.

District Plan: A local education agency (LEA) or school district EOP.

Emergency Operations Plan (EOP): A plan that specifies procedures sites must follow before, during, and after potential emergency events, and in response to both threats and hazards.

Formal Agreements: Active working relationships between entities governed by Memoranda of Understanding (MOUs) or Memoranda of Agreement (MOAs).

Functional Annexes: The section of an EOP that details the goals, objectives, and courses of action related to functions (e.g., evacuation, communications, recovery) that apply across multiple threats and/or hazards. These set forth how the district or school will manage a function before, during, and after an emergency.

Goals: Broad, general statements that indicate a desired outcome in response to the threat or hazard identified within an EOP.

Informal Agreements: Active working relationships between entities not bound by a MOU, MOA, state law, or other type of formal agreement.

Incident Command System (ICS): A standardized approach for incident management, regardless of cause, size, location, or complexity.

Mitigation: The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency; and, reducing the likelihood that threats and hazards will happen.

Objectives: Specific, measurable actions that are necessary to achieve the goal(s) identified within an EOP.

Prevention: The capabilities necessary, and the actions taken, to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Protection: The capabilities, and ongoing actions, to secure districts and schools (including students, teachers, staff, visitors, networks, and property) against acts of violence and manmade or natural disasters.

Recovery: The capabilities necessary to assist schools within the district (and the district overall) affected by an event or emergency in restoring the learning environment.

Response: The capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

School: A school building or campus.

School District: A local education agency (LEA) or similar entity.

School Plan: A school building or campus EOP.

Threats and Hazards: Threats are human-caused emergencies such as crime and violence, while hazards include natural disasters, disease outbreaks, and accidents.

Threat- and Hazard-Specific Annexes: The section of an EOP that specifies the goals, objectives, and courses of action that a district or school will follow to address a particular type of threat or hazard (e.g., hurricane, active shooter). These set forth how the district or school will manage a threat or hazard before, during, and after an emergency.

Please provide a response for each item below. For those questions involving “yes” or “no” responses, select “yes” if your district EOP addresses a particular item to any degree. If not, select “no.”

For those questions involving a scaled response, please select the option that best describes your district EOP from among the following four options:

1 = Not At All 2 = Small Degree 3 = Moderate Degree 4 = High Degree

A. General

This section is about your district plan in general, including how it was developed, and how it is maintained.

Question Text	Response Options			
1. Does your district have an all-hazards district plan ? <i>*If “no” response, proceed to Section E.</i>	No*	Yes		
Did the process used to develop your plan include participants from the following:				
2. District Administrators?	1	2	3	4
3. Building-Level Administrators?	1	2	3	4
4. Instructional and Support Staff (e.g., teachers, school nurses)?	1	2	3	4
5. Food, Maintenance, Building or Grounds Staff (e.g., cafeteria workers, custodians)?	1	2	3	4
6. Community Partners?	1	2	3	4
7. Community Organizations?	1	2	3	4
8. Parents and Guardians (i.e., adults with authorized custody over a student)?	1	2	3	4
9. Did your district conduct a risk and vulnerability assessment?	No	Yes		
10. Does your plan align with county, local, or regional plans?	No	Yes		
11. Have all or parts of your plan been shared with district leadership for official approval?	No	Yes		
12. Have all or parts of your plan been shared with community partners?	No	Yes		
13. Does your district plan include a process for reviewing and updating your district plan?	No	Yes		
14. Has your district plan been reviewed and updated in the last three (3) years?	No	Yes*		
*If “yes” indicate the date on which your district’s Emergency Operations Plan (EOP) was last updated or will be updated. (MM/DD/YYYY)	_/_/_			

B. District-wide Emergency Planning Activities

This section asks about the parts of your plan that provide for district-wide emergency management planning.

Question Text	Response Options			
Does your district plan address the following district-wide activities:				
15. Accounting for the access and functional needs of all individuals?	1	2	3	4
16. Establishing formal agreements with community partners and/or community organizations?	No		Yes	
17. Establishing informal agreements with community partners and/or community organizations?	No		Yes	
18. Obtaining and maintaining emergency equipment and supplies?	1	2	3	4
19. Use of the Incident Command System (ICS)?	No		Yes	
Does your district plan include the following key overarching components, including:				
20. Policies that address the prevention and mitigation of, protection from, response to, and recovery from threats or hazards ?	1	2	3	4
21. Continuity of Operations (COOP) that provides for the continuity of essential services (e.g., business services, communication, computer and systems support, facilities maintenance, safety and security, transportation, and continuity of teaching and learning) during an emergency and its immediate aftermath up to 30 days?	1	2	3	4
22. Organization and Assignment of Responsibilities (i.e., an overview of the broad roles and responsibilities of administration, staff, support personnel, community partners, parents and guardians, and of organizational functions during all emergencies)?	1	2	3	4
23. Direction, Control, and Coordination (i.e., the framework for all direction, control, and coordination to explain the ICS structure as used by the district; the relationship between the district and the broader community’s emergency management system; and who maintains control of the equipment, resources, and supplies needed to support the district plan)?	1	2	3	4
24. Information Collection, Analysis, and Dissemination (i.e., identifying the type and role of information in the successful implementation of the activities that occur before, during, and after an emergency)?	1	2	3	4
25. Administration, Finance, and Logistics (i.e., general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources)?	1	2	3	4
26. Training and Exercises (i.e., the training and exercise activities the district or school use in support of the plan, such as tabletop exercises, drills, functional exercises, and/or full-scale exercises)?	1	2	3	4

C. District-wide Emergencies

This section relates to the elements of your plan that pertain to district-wide emergencies, and plans for protecting all of the schools in the district.

Question Text	Response Options			
To what degree does your district plan’s annexes include courses of action to do the following:				
27. Prevent district-wide emergencies?	1	2	3	4
28. Protect all of the schools in the district?	1	2	3	4
29. Mitigate a district-wide emergency?	1	2	3	4
30. Respond to a district-wide emergency?	1	2	3	4
31. Recover from a district-wide emergency?	1	2	3	4

D. Development of Individual School Plans

This section asks about the extent of guidance and support your district plan provides to schools for school plan development.

Question Text	Response Options			
32. Does your district plan provide a process for schools to use to develop their own school plans ? <i>*If "no" response, proceed to question #39.</i>	No*		Yes	
Does the process include...				
33. Participation of district personnel in the process to help schools develop their school plan?	1	2	3	4
34. Guidance for schools on conducting site assessments (i.e., an assessment that examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds)?	1	2	3	4
35. Guidance on conducting capacity assessments (i.e., an assessment that determines what resources are available, such as the capabilities of students and staff, as well as the services and material resources of community partners)?	1	2	3	4
36. Guidance on conducting culture and climate assessments (i.e., an assessment that evaluates student and staff connectedness to the school and problem behaviors)?	1	2	3	4
37. Guidance on conducting behavioral threat assessments (i.e., an assessment that analyzes communication and behaviors to determine whether or not a student, staff, or other person may pose a threat)?	1	2	3	4
38. Guidance on how to prioritize threats and hazards identified through assessment?	1	2	3	4
39. Does your district plan include guidance for schools on how to develop their own goals, objectives , and courses of action using the "before, during, and after" approach (i.e., the three time frames associated with an incident)?	1	2	3	4
40. Does your district plan include guidance for schools on formatting the plan to include a basic plan, functional annexes , and threat- and hazard-specific annexes ?	1	2	3	4
41. Does your district plan include guidance for schools on plan implementation and maintenance, to include training stakeholders, exercising the plan, and updating and maintaining the plan?	1	2	3	4

Additional Comments

In the space below, please include any additional information to clarify or explain any of the responses you entered into this tool.

E. Respondent Information

Next, we would like to gather some information about you. The South Carolina Department of Education may contact you if we need clarification about your response, but your name and the information you have entered here will not be shared publicly.

Name:		Telephone:	
Title:		Email:	
District:			

F. Additional Questions from the South Carolina Department of Education

Thank you for responding to the questions about your district's Emergency Operations Plan (EOP). The following questions are required by your State Education Agency. Please answer all questions to the best of your ability. Please answer all questions regardless of whether your district currently has an EOP or when your EOP was last updated.

Question Text	Response Options	
42. Does your district have procedures to ensure that each school's EOP is distributed to the following groups or individuals annually?		
a. Administrators	No	Yes
b. Regular faculty and staff including custodians and cafeteria workers	No	Yes
c. Substitute faculty	No	Yes
d. After school faculty and staff	No	Yes
e. Regular volunteers (onsite 3-5 days each week)	No	Yes
f. Bus drivers	No	Yes
g. Students	No	Yes
h. Parents	No	Yes
i. Other	No	Yes
43. Are your district's discipline policies and procedures communicated to the following groups?		
a. Students	No	Yes
b. Parents	No	Yes
c. School staff	No	Yes
d. District staff	No	Yes
44. Does your district have procedures for ensuring that every school in your district has written procedures for addressing emergencies that might occur during activities scheduled after the regular school day ends, on the weekend, or during other periods beyond the regular school day?	No	Yes
45. Does your district have procedures to ensure that each school's Discipline Policies and Procedures include information related to reporting disruptive and/or illegal incidents that occur on school property, including the school bus?	No	Yes

Question Text	Response Options		
46. Does your district have procedures for ensuring that the following equipment and areas are inspected routinely and regularly at each school in your district? Enter "NA" where appropriate.			
a. Locks on all entrance doors	No	Yes	NA
b. Visitor background check system	No	Yes	NA
c. Locks on all classroom doors	No	Yes	NA
d. Locks on hazardous material storage areas	No	Yes	NA
e. Classroom/office lights	No	Yes	NA
f. Locks on mechanical room doors	No	Yes	NA
g. Stairway and hallway lights	No	Yes	NA
h. All outside lighting	No	Yes	NA
i. Emergency lights	No	Yes	NA
j. PA system	No	Yes	NA
k. Security cameras	No	Yes	NA
l. Electrical systems	No	Yes	NA
m. Parking areas to ensure high visibility, free from tall trees, shrubbery, etc.	No	Yes	NA
n. Student pick-up and drop-off areas	No	Yes	NA
o. Bus loading and unloading areas	No	Yes	NA
p. Pathways used by students with disabilities	No	Yes	NA
q. Exit doors to ensure they are free of items that might obscure the visibility of signs	No	Yes	NA
r. Stairways, handrails, steps, etc.	No	Yes	NA
s. Other equipment and/or areas	No	Yes	NA
47. Does every school in your district have a process for running a background check to include sex offenders and/or other criminal charges on all visitors and volunteers?	No	Yes	
48. Does your district have procedures to ensure that the updated rosters for the following groups are readily available at each school in the event of an emergency?			
a. District emergency contact team (including transportation, maintenance, public information, etc.)	No	Yes	
b. Faculty and certified personnel	No	Yes	
c. Non-certified personnel including bus drivers, custodians and cafeteria workers	No	Yes	
d. Afterschool and weekend staff	No	Yes	
e. Staff who need special accommodations in emergency situations	No	Yes	
f. Students, in general	No	Yes	
g. Students who need special accommodations in emergency situations.	No	Yes	
h. Other	No	Yes	

Question Text	Response Options	
49. Does your district have the following:		
a. School bus discipline training for bus drivers	No	Yes
b. Bus safety and accident procedure training for bus drivers	No	Yes
c. Bus driver training specifically addressing emergency and evacuation procedures for students and other individuals with special needs	No	Yes
d. A process for notifying bus drivers when an emergency evacuation of buildings and grounds takes place	No	Yes
e. A process for maintaining (at the school site) current passenger lists for all bus routes	No	Yes
f. A process for submitting route descriptions and passenger lists for all field trips and extracurricular activities to the school's administrative staff before each trip begins.	No	Yes
50. Does your district participate in school bus emergency evacuation drills annually?	No	Yes
51. Does your district have a process to ensure that school bus safety rules and accidents procedures are distributed among the following groups?		
a. Bus drivers	No	Yes
b. Teachers	No	Yes
c. Students	No	Yes
d. Parents	No	Yes

Thank you for taking the time to complete this tool!